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ABSTRACT

A discussion of the field of applied linguistics looks at traditional and organizational approaches to the discipline and compares them to actual applied linguistics activity. The focus of American and British organizations for applied linguistics and the stated emphases in the field are chronicled for the last several decades, including the history of the link between applied linguistics and language teaching. Correspondences between statements about the discipline and the literature of applied linguistics are examined, and evidence of trends or patterns and procedural issues is sought. The literature reviewed includes materials in the ERIC database, a journal ("Applied Linguistics") only recently added to the ERIC system, and presentations at annual meetings of the American Association for Applied Linguistics. Strategies for increasing participation in and visibility of the field are discussed. (MSE)

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Applied Linguistics: Realities and Projections

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The motivation for attempting a retrospective and projective view of applied linguistics has, for me, been at least twofold. On the one hand, there is a professional perspective. By that I mean the actual work conducted by applied linguistics. What major and minor themes have been the focal points of research and general inquiry? What trends seem to have been developing in the directions for such work? At the same time, there is an organizational basis for such review. Here I refer to the formal establishment of associations and organizations. Why and how have applied linguists joined together in professional organizations? What prospects appear for the maintenance and growth of such organizations? The first of these issues touches on the seemingly age-old question of the nature and scope of applied linguistics. Admittedly, retrospection in this regard has often taken the form of introspection. Some would contend that constant attention to what activities are and can or should be encompassed within a field labelled "applied linguistics" detracts from participation in and dissemination of information on the work to be done. Such a commentary should not be dismissed lightly. There is value, nonetheless, in assessing the activities within applied linguistics because of the potential support that such reviews provide to the field, its participants, and its organizations. It can only provide needed recognition for work already accomplished and, by highlighting such activities, encourage more professionals to participate in a wider range of potential projects with a language base.

The structural and organizational issue is somewhat timely since this is the tenth anniversary of the American Association for Applied Linguistics (AAAL). Occasions such as this give added impetus to a forward and backward look at a discipline, especially one as recently established as applied linguistics.

With this in mind, the primary focus of this review will be the professional and organizational status of American applied linguistics. It would be inappropriate as well as deceiving, however, to ignore the direction of applied linguistics within Great Britain, at least to the extent that there has been influence on American work. Actually, the influences have been mutual. Peter Strevens (1980) in his remarks offered upon the establishment of the American Association of Applied Linguistics in 1977, for example, points out the apparent and somewhat telling irony in the fact that, although the British Association of Applied Linguistics (BAAL) had been founded ten years earlier in 1967, the decision to move in that direction as well as some prior actions such as the establishment of the School of Applied Linguistics at the University of Edinburgh were partly modelled after similar activities in the United States. He cites, in particular, the existence of the Center for Applied Linguistics in Washington, D.C. and its multidisciplinary approach to language issues. In recent years, the ties between the British and American Associations of Applied Linguistics have grown stronger. Since 1979 the journal Applied Linguistics has been jointly sponsored by both associations and 1988 will see the first jointly sponsored seminar, bringing together British and American applied linguists to share their thoughts on the status of "communicative competence" as a theoretical and practical construct within the field of applied linguistics.

Even within this American/British focus and our primary concern for fairly recent trends, it is helpful to establish some broader perspective on the nature and extent of applied linguistics. William Mackey (1968) writing for the British Council in Japan places the origin of the term "applied linguistics" in the United States in the 1940's. He credits the first uses of the term to "persons with an obvious desire to be identified as scientists

rather than as humanists." Regardless of the motivation, there is little doubt that the timing and setting cited were in large part responsible for what did come to be known, at least in its early stages, as applied linguistics. Bertil Malmberg (1971) in his plenary address from the Second International Congress of Applied Linguistics in 1969 cites "essentially two reasons for tne sudden birth of an applied linguistics during, and shortly after World War II: one theoretical and the other practical." The first he associates with changes in the orientation and methodology of linguistics from the 1920's and through the 1930's as a consequence of the advent of stucturalism. The second was the war and post-war conditions which, particularly in the United States, created a need for a practical acquaintance with traditional as well as more exotic foreign languages. This clearly put the emphasis of early applied linguistics on matters related to language teaching. Given the stated circumstances, this was a natural development. While it is so often tempting to search for the shortcomings in early developments such as these, we must instead analyze the situation in proper perspective. Moreover, it is not overstating the case to attribute much of the credit for modern-day applied linguistics and all that it embraces on the foundation laid by the early work linked most directly to language teaching. William Moulton's summary (1961) of "Linguistics and Language Teaching in the United States 1940-1960" remains one of the most comprehensive treatments of that era.

In its formative stages a discipline can be evaluated not only by the nature of the work conducted under its name but also by the extent and manner in which the name has been adopted. In the case of journals and anthologies the term "applied linguistics" has been an attractive one. Whether it has

been given primary or secondary billing, there has been a clear pattern of use on the part of authors, editors, and publishers to rely on "applied linguistics" as a term of reference. The journal Language Learning launched in 1948 continues to identify itself via its subtitle printed on every cover as A Journal of Applied Linguistics. The primary journal which at its inception in 1962 chose to identify itself as the International Review of Applied Linguistics (IRAL) continues to do so but carries as well a further qualification in its full title as the International Review of Applied Linguistics in Language Teaching. Even journals with a more narrow focus such as educational technology have adopted the "applied linguistics" label. The journal System carries as its full title the International Journal of Educational Technology and Applied Linguistics.

Oddly enough, the link with language teaching has not always been associated with the formal use of the term "applied linguistics." Robert Lado's text on language teaching (1964), while clearly dealing with a linguistic orientation to the issue of how to approach language teaching situations, does not use the term. It is called, instead, Language Teaching: A Scientific Approach. Likewise, William Mackey's even more extensive survey of the same field published one year later (1965) is called simply Language Teaching Analysis. The closest, but still indirect reference, to the term comes in Halliday, McIntosh and Strevens' text of the same era (1964) entitled The Linguistic Sciences and Language Teaching.

A number of anthologies have appeared which have attempted to pull together a variety of information under the rubric of "applied Linguistics."

One of the earliest was Harold Allen's text entitled Readings in Applied English Linguistics. Appearing in 1958, the articles included were chosen to provide in a single volume a summary of the most significant ideas and issues which linguistics had then provided about the English language. The intended audience was teachers and prospective teachers of English. Although a small portion of the contributions dealt with English as a foreign language, the bulk of the text focuses on the native language situation. With articles on English linguistics, linguistic geography, usage, the teaching of composition, the dictionary, and the study of literature, the text served to fill a gap in English studies which for a long time had ignored the language itself. Once again, in a slightly different context, those who could survey the situation had sensed a place for merging the methods and results of linguistic inquiry with a language related field which could benefit from such a merger. Although somewhat less extensive and direct, such links are still found in the linguistic based publications, conference proceedings, and formal subgroups within such organinizations as the National Council of Teachers of English and the Modern Language Association.

Other more recent anthologies have not had such a single focus. Instead, they have attempted to treat applied linguistics in a more comprehensive manner and to provide readers and users with a collection of articles dealing with ties between linguistics and a number of different areas of investigation. Ronald Wardaugh's Topics in Applied Linguistics (1974) is admittedly based on the language teaching situation. There is a noticeable movement to the foreign language context via sections dealing with second language teaching and contrastive linguistics but the sections dealing with spelling, reading, and language variation continue the treatment of linguistic based topics for foreign or native language contexts.

Just two years later (1976) Wardaugh and Brown published their A Survey of Applied Linguistics which was a noticeable departure from previous such volumes in two respects. First, the coverage was much broader. Both first and second language teaching were included but also were topics such as bilingualism, dialectology, language and society, language disorders, and language testing. The second difference was perhaps more important than the first. While earlier volumes had been written to provide those who were not themselves linguists or applied linguists, especially language teachers, with information about linguistic based contributions, this text has a clear tone of dialogue with those who have already become initiated to the field. It was indeed a sign of the com ing of age of applied linguistics.

A further indication of the maturation of applied linguistics at that time was the increased scrutiny given to the term itself, the rapidly expanding work being conducted under its name, and the role of applied linguistics in relation to other fields, especially linguistics. In the Wardaugh/Brown text the first chapter is devoted to the question "What is Applied Linguistics?". The mid 1970's also saw a number of groups convened to address this same issue and to explore outlets for continued consolidation of the field. Out of these sessions came the publication of Kaplan's book (1980) entitled On the Scope of Applied Linguistics with contributions from British and American professionals. Organizationally, the need had at last been felt and barriers overcome to allow the formation of the American Association of Applied Linguistics.

It is difficult even today to point to any all-encompassing definition of applied linguistics. The efforts put into examinations of the field have, however, yielded some consensus on a number of basic pronciples. Among these

four can be cited as central:

1. Applied linguistics can and should be a legitimate discipline in its own right.
2. The field is interdisciplinary in nature, drawing upon and contributing to linguistics as well as psychology, sociology, and a number of other disciplines.
3. The scope of the field must be open-ended. Specific issues should not be excluded in advance from consideration or investigation within applied linguistics.
4. The field shoulf be problem oriented. In addition to any efforts to develop theoretical perspectives, a primary objective should be the solution of practical problems with a language component.

With slight variations, these themes have been strongly espoused and emphasized within American circles by Kaplan and Ferguson and from the British perspective by Strevens and Crystal. Kaplan's views have been summarized in the On the Scope of Applied Linguistics text and regularly in the volumes of the Annual Review of Applied Linguistics, the premier applied linguistics series introduced in 1980. Ferguson provides an added issue for consideration in the form of the special relationship of the field to linguistics. In his presentation on "Applications of Linguistics" at the 1974 Golden Anniversary Symposium of the Linguistic Society of America (1975) he commented on some of the perceptible shifts in attention within American linguistics. He cites as issues and challenges for the linguistic community three "social" problems in the form of national communication, mother tongue instruction and foreign

language teaching and three "individual" problems -- deaf language, reading, and deception in language.

Strevens(1980) summarizes the British interpretation of applied linguistics as a "multidisciplinary approach to the solution of language based problems." His description of the rational for the formation of the British Association of Applied Linguistics provides an interesting study of what he terms the "sociology" of such decision making. BAAL was and continues to be an indepandent organization with goals and activities related to but different from those of the Philological Society, the Linguistics Association, IATEFL, and the Modern Language Association. In identifying the applied linguists themselves, he describes them as typically "graduates, with some years of subsequent experience in some language-related field, who have then received advanced training in a range of disciplines which always includes linguistics and at least one other relevant subject, and who address themselves to the employment of the appropriate mixture of subjects according to the tasks they are engaged upon.

In one of the most detailed discussions of applied linguistics to date David Crystal (1981) properly distinguishes three closely linked aspects of the field. First, there is the issue of what is to be applied. Unless we wish to argue for a complete abandonment of the term "applied linguistics" we must agree with Crystal that such a question will always be relevant and must regularly be the focus of attention for at least some applied linguists. This is by no means to say that applied linguistics is merely the application of linguistics. We have, presumably, moved beyond that misconception. It is, on the other hand, a recognition of the fact that linguistics remains a key element in all applied linguistics activity and that developments

within linguistics should be relevant for applied linguists. The two other issues Crystal raises are, however, equally, if not more, important. There is the question of what represent the focal points of applied linguistic work and, lastly, the issue of how and why such activities can be pursued. On this last point Crystal provides an interesting commentary on how problems can be identified and discusses the question of how applied linguists can work with professionals from non-language based fields as so often they must. While his list is by no means exhaustive, Crystal's description of what he terms "first order studies" provides some framework upon which to project an agenda for applied linguistic activity. Within L^1 problems he cites a whole range of issues dealing with spoken and written language acquisition and stylistic development. Within L^2 problems there is a parallel range of issues for both teaching and learning as well as the domain of translation and interpretation. Where L^1 and L^2 situations coalesce there is in addition to areas dealing with bilingualism and multilingualism the matter of language planning and other contact phenomena.

Within such a backdrop of projections, claims, and summaries, it is appropriate that we examine the realities of the situation. What has actually characterized applied linguistic activity? Do the answers we derive indicate any trends? What procedural issues seem to emerge?

The first step in looking for work which may characterize a field is to begin at the broadest level. A fruitful source of data on completed is the bibliographic listings of published and non-published material in references such as the ERIC collection. As a computerized network of entries across a broad range of fields, it is possible to see in list form what types of work have been conducted and, via the association of entries with descriptors, to assess to some degree the nature of work in a given field.

"Applied linguistics" has been a term used as a major descriptor in the ERIC system since 1966. A computer search of published and non-published work in this field recently yielded 411 entries. These were almost evenly divided between 209 entries listed in Resources in Education (RIE) which are usually non-published items such as conference papers, occasional papers, proceedings, etc. and 202 entries in the Current Index to Journals in Education which are all published journal articles. Appendix A contains a listing of the topics included in the non-published work along with the nunber of entries for each. Topics with the same number of entries are not distinguished from each other in any way and the order of listing for those items has no significance.

The second entry shown labelled "general collections" contains a number of books such as the Wardaugh/Brown book cited earlier, collections from AILA and BAAL conferences and publications of the Center for Applied Linguistics. Except for these, however, the list contains a strong preponderance of entries dealing with language teaching. For those who may rely on such bibliographic compilations to gain a sense of the work being done in a given field, one wonders what impression this gives of applied linguistics. Two points should be noted, however. This collection covers the entire period from 1966 to 1987 and a good number of the language teaching entries come from the first half of that time span when applied linguistics was less active in other areas. Secondly, the ERIC system, especially for non-published work, depends heavily on both designation of relevant material with ERIC and submission by authors. To the extent that either or both of these components of the system may fall short there will be gaps in which relevant work is not accounted for.

In the case of CIJE and the journal articles included the coverage is quite extensive. Appendix B lists the 76 journals included in the collection

compiled under the "applied linguistics" descriptor along with the number of entries for each journal. Topics have not been included here but only the names of the journals. Except in the possible case of the IRAL entries listed first, there a heavy emphasis again on language teaching topics with the largest number of journals being those dealing with the teaching of English as a first or second language and th e teaching of French and German.

Obviously, a key element in this portion of the ERIC system is the designation of journals to be included. In this case a journal noticeably absent in this list is Applied Linguistics. Through 1987 it has not been included in the system but it is to be added in 1988. For this reason and because of the special role of this journal in the U.S. and Great Britain we have examined the articles which have appeared since its introduction in 1980. Appendix C provides that summary and shows a very differnt picture from the ERIC listing. A much broader spectrum of activity appears appears to characterize applied linguistics in recent years. Topics related to language teaching are included as well they should be but pragmatics, discourse analysis, lexicography, and cross-cultural issues are included as well.

A more timely indicator of work which applied linguists have shared with their colleagues is the pattern of presentations at AAAL annual meetings. Appendix D provides a summary of these presentations for the past five years, the last half of AAAL's ten year existence as a professional organization. Even more than in the case of the Applied Linguistics articles, the heterogeneous nature of these papers shows the expanding scope of activities in which applied linguists have been involved. A few points can be mentioned by comparing the AAAL papers with the Applied Linguistics articles. Areas such as second language acquisition and discourse analysis are prominent in both and indicate

that the most significant amount of activity may be concentrated in that area. A few oddities do appear. One wonders why pragmatics, which has received a significant amount of attention in print (17 articles in Applied Linguistics) has had so little representation at AAAL meetings. The same is true to a lesser degree for lexicography.

From an opposite perspective, one wonders why topics such as bilingualism, language maintenance, and translation have not made their way into the pages of Applied Linguistics. Here, of course, such critical comments are not entirely justified since there are other outlets where publications on such topics can and have appeared. The relatively low ranking of sociolinguistics studies in Applied Linguistics is no doubt a case in point. This does raise an issue which must be considered in assessing future prospects for applied linguistics. For those both within and outside the field some confusion appears in trying to discover what work is taking place or even in trying to disseminate information on work completed. Should psycholinguistics and sociolinguistics be excluded from applied linguistics because they are now firmly established as specialties in their own right? And in considering journals, what about the case, then, of one such as Applied Psycholinguistics? The situation is far from neat and clearcut. But that is only to be expected in a field so recently established and so diffuse in nature. Moreover, its very diffuseness is apositive feature if the field is really to establish itself as a recognized discipline.

In terms of visibility and access to information, 1980 marked a significant tuning point for applied linguistics. Not only was that the first year of publication for Applied Linguistics but it was that year which saw the introduction of perhaps the most useful tool available to applied linguists, the Annual Review of Applied Linguistics. A glance at the subject index for the seven

volumes which have appeared to date shows an impressive array of topics ranging from adult literacy to bilingualism, language policies, and language in the professions. A young discipline requires nurturing and shaping. Here too the editors of ARAL should be commended for their strategic approach to thta series. The choice to provide a cycle of thematic issues along with volumes including a general coverage of applied linguistics gives users both intensive and extensive access to work in the field. Moreover, the detailed bibliographies and cross indexes provided greatly facilitate the task of following up on any of the topics included.

Having reached this far, we cannot avoid the next step of looking ahead to prospects for the future. Here, I would comment from three perspectives--substance, organization and strategy. By subsatnce I mean the actual work of applied linguistics. We have now in the United States established some momentum. American applied linguists are more actively involved in a more diverse range of language related programs and projects than has ever been the case to date. Given the increased opportunity for exchanging information on this work, such momentum should continue. The number of academic programs in applied linguistics at the M A and PhD levels has increased, promising to send forth larger numbers of new professionals who are aware of and committed to the field. These trends must be commended and encouraged.

From an organizational point of view, AAAL should be looked upon as the chief professsional organization in our field. Membership is increasing, activities are expanding, and ties with other organization are growing stronger. The association with the Linguistic Society of America continues to be of mutual benefit to both organizations and the linguistic base provided by LSA gives a relevant orientation to AAAL's structure and activity. A positive development

has been the recent establishment of ties with BAAL, our British counterpart, including our forthcoming joint seminar. American applied linguists have always been well represented within our parent international organization, AILA. If any commentary can be made in this regard it is only that more U.S. applied linguists need to be brought into the fold at home. This year's list of AILA participants showed 67 persons with U.S. affiliations or addresses, only 35 of whom were m embers of AAAL.

Finally, the question of strategy. Apart from organizational issues and the matter of scope there is the question of how applied linguists reach out to the world at large, deal with those problems that require solution and establish contact with those who are their peers in other fields. In the spring 1983 issue of the newsletter of the British Association of Applied Linguistics David Crystal comments on areview by Roger Shuy of Crytal's text Directions in Applied Linguistics. The crux of the commentary is what the authors refer to as a "proactive" vs. a "reactive" perspective for the field. Shuy argued in his review for "an account of applied linguistics in which problems are central, i.e. the way to get things done with language, whether or not a negative problem intrudes itself." Crystal had argued for "an account which saw applied linguistics as primarily a problem solving subject, where the problems are encountered and initially defined by those professionals (language teachers, speech therapists, etc.) for whom language is a means of earning a living." Crystal explains his somewhat negative view by reflecting on the many situations in which he himself found a proactive stance to be counterproductive. He cites examples such as the occasions in which he has tried to be positive with literary critics, to introduce them to the illumination which a linguistic analysis of a text can provide and has been greeted with a range of reactions from incomprehension to hostility. Crystal continues by

citing similar situations in dealing with teachers, therapists, translators, lexicographers, etc.

There is no doubt a good deal of truth in what Crystal describes. Many applied linguists can think of similar situations in which they have participated. The problem comes, I believe, in thinking only of such group settings. Crystal's reactive approach has its place where and when problems have been encountered and the language aspects of those problems have at least been hinted at within the field in question. In other cases, making the effort to open a dialogue with individuals in other fields may represent the proactive stance most likely to bear fruit. We do run the risk of "crying in the desert" if the proper goundwork is not laid. Some fields have been more responsive to the possibility of collaborative work with applied linguists than have others. In the latter cases, a more long range view may be more appropriate. In any case, there is sufficient work to be done and challenges to be raised at both levels.

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Appendix A

Topics from Resources in Education (ERIC)

APPLIED LINGUISTICS

1966 - 86 (209 entries)

Topic (category)	Number of Entries
General Language Teaching	37
General Collections (books, working papers, conference proceedings)	28
Native Language Teaching (usually English)	15
What Is Linguistics	13
Reading	13
Linguistics and ESL	13
Teacher Training	13
Coherence and Composition	11
Teaching of Spanish	8
Contrastive Analysis	6
Teaching French	6
Teaching German	6
Psycholinguistics and Language Learning	5
Teaching Literature	3
Literacy	2
Language Policy/Planning	2
Sociolinguistics	2
Translation	2
Teaching Latin	2
Speech Research	2
Language Varieties	2
Language and Culture	2
Bilingualism	2
Computational Linguistics	2
Linguistics and Technology	1
Philippine Linguistics	1
Acquisition of Portuguese	1
Research Design	1

Nature of Language	1
Careers in Linguistics	1
Pragmatics	1
Lexicography	1
Phonetics	1
Japanese Verbs	1
Discourse Analysis	1
Artificial Languages	1

Appendix B

Journals Cited in CIJE (ERIC)

APPLIED LINGUISTICS

1966 - 86 (202 entries)

Name of Journal	Number of Entries
International Review of Applied Linguistics	14
Revue de Phonetique Appliquée	11
Français dans Le Monde	10
Etudes de Linguistique Appliquée	10
Babel	10
Linguistik und Didactik	8
Language Learning	7
ELT Journal	6
Elementary English	6
Modern Language Journal	5
English Language Teaching	5
Neusprachliche Mitteilungen	4
Langue Française	4
English Quarterly	4
TESOL Quarterly	4
Deutsche Sprache	4
Contact	4
French Review	4
Rassegna di Linguistica Applicata	3
Journal of Chinese Language Teachers Association	3
Canadian Modern Language Review	3
Deutsch als Fremdsprache	3
Neueren Sprachen	3
Reading Research Quarterly	3
Hispania	2
Reading Teacher	2
NALLD Journal	2

Englisch	2
Linguistic Reporter	2
College English	2
Praxis des Neusprachlichen Unterrichts	2
Langages	2
Glottodidactica	2
Foreign Language Annals	2
Unterrichtswissenschaft	2
Yelmo	2
Journal of Verbal Learning and Verbal Behavior	2
English Journal	2
Journal of Applied Linguistics (Greece)	1
ESPecialist	1
Issues in Applied Psycholinguistics	1
System	1
British Journal of Language Teaching	1
TESL Talk	1
American Speech	1
Language Arts	1
Journal of Reading Behavior	1
Theory into Practice	1
Humanist Educator	1
College Composition and Communication	1
Slavic and East European Journal	1
Modern Languages	1
Incorporated Linguist	1
PASAA	1
Educational Review	1
Cuadernos Hispanoamericanos	1
International Journal of Man-Machine Studies	1
Zeitschrift für Dialektologie und Linguistik	1
American Foreign Language Teacher	1
Deutschunterricht	1
RELC Journal	1

British Journal of Disorders of Communication	1
Revista de Filologia Española	1
Langues Modernes	1
Zeitsprache	1
Florida Foreign Language Reporter	1
English Record	1
Schulpraxis	1
Language	1
German Quarterly	1
International Reading Association Proceedings	1
Journal of Business English	1
Today's Education	1
Grade Teacher	1

Appendix C

Summary of Topics

Applied Linguistics

Vols. 1 - 8 (1980-87)

Topic	Number of Articles
Second Language Acquisition	27
Pragmatics*	17
Discourse Analysis*	14
Cross-Cultural Issues*	12
Teaching-Learning Issues	11
Lexicography*	10
Communicative Competence*	8
Special Purpose Teaching/Learning	7
Comprehension*	6
International English	4
Language Testing	3
Classroom Instruction	3
Vocabulary	2
Reading	2
Curriculum Issues	2
Sociolinguistic Studies	2
Pronunciation	1
Translation	1

*Includes articles from special thematic issues

Papers from AAAL Annual Meetings

1983 - 87 (131 papers)

Topic	Number of Papers
Second Language Acquisition	22
Discourse Analysis	18
Language Planning/Policy*	11
Classroom Language Learning*	9
Bilingualism	8
ESP*	7
Second Language Teaching	7
Translation*	7
Language Maintenance and Revival*	7
Native American Languages*	6
Sociolinguistics*	6
Speech Disorders	5
Clinical Linguistics*	5
Language Strategies and Power*	5
Speech Processing	3
Literary Analysis	1
Orthography	1
Language and the Hearing Impaired	1
Pragmatics	1
Language in Advertising	1

*Includes papers from special symposia or panels